DOCUMENT RESUME

ED 342 899 CE 060 425

TITLE The Effective Implementation of Word-of-Mouth Recruitment: A Staff Development Package. Final Report.
INSTITUTION Mid-State Literacy Council, State College, PA.
SPONS AGENCY Pennsylvania State Dept. of Education, Harrisburg. Div. of Adult Basic and Literacy Education Programs.
PUB DATE 91
CONTRACT 98-1024
NOTE 37p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adult Literacy; *Human Services; Information Networks; Instructional Materials; *Literacy Education; Reading Difficulties; *Referral; *Staff Development; *Student Recruitment; Videotape Recordings
IDENTIFIERS 353 Project

ABSTRACT

Literacy councils in central Pennsylvania recruited more potential students within their communities and increased the number of students enrolling in their programs through a staff development project. Direct-service personnel from local human service agencies that constituted important referral sources for literacy councils were targeted for training. Efficient training of 50 direct-service personnel was achieved through a 15-minute videotape, "Literacy and You--The Vital Connection," and an accompanying reference guide. The professionally produced videotape and guide fulfilled two goals: (1) increasing the literacy awareness of the direct-service personnel and the means to remediate the problem; and (2) helping human service providers to identify common behaviors demonstrated by clients concealing reading difficulties and training them to use word-of-mouth recruitment sensitively. The video/handbook presents the following information to participants: statistics on the educationally disadvantaged; function of and services provided by literacy educators; reasons for adult literacy education; concealing tactics used by disadvantaged adults; role-modelled interactions demonstrating recruitment; and enrollment tips. Participants in the training had mostly positive evaluations of the video and handbook. (Project administration, evaluation, coordination and dissemination, actual time schedule, results, conclusions, five recommendations, four references and one appendix, an evaluation questionnaire, are included.) (Author/NLA)

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FINAL REPORT:

The Effective Implementation of Word-of-Mouth Recruitment: A Staff Development Package

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Fiscal Year: 1990-1991

Special Development Project: #98-1024
Federal Funding Amount: $24,124
Grantor: Federal Adult Education Act, Section 353
Administered by: Pennsylvania Department of Education
Division of Adult Basic and Literacy Education Programs
Harrisburg, PA 17126-0333

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ABSTRACT

The ultimate goal of the project entitled "The Effective Implementation of Word-of-Mouth Recruitment: A Staff Development Package" was to provide literacy councils with means of reaching more potential students within their communities thereby increasing the number of students enrolling in their programs. This was to be achieved by efficiently training direct-service personnel from local human service agencies who comprise one of the most important sources of referrals for most literacy councils. The efficient training of 50, direct-service personnel was to be achieved through the development of a professionally produced, 15 minute videotape,"Literacy and You: The Vital Connection", and an accompanying reference guide.

The professionally produced videotape and accompanying reference guide were designed to fulfill two goals. The first goal was to increase the awareness of the direct-service personnel regarding illiteracy and the means to remediate the problem. This was achieved by discussing the following: statistics regarding the educationally disadvantaged, the numerous reasons why an adult might require literacy education, and the function of and services provided by literacy educators.

The second goal was to help the direct-service personnel to identify common behaviors demonstrated by clients who are attempting to conceal their reading difficulties and to train them

to sensitively utilize word-of-mouth recruitment. This was achieved by role modelling three interactions between clients with reading difficulties and human service providers. Furthermore, information regarding non-verbal behavior to be utilized by the human service provider and tips to remember when approaching a client about possible enrollment in a literacy program were discussed.

INTRODUCTION

In the fall of 1989, Mid-State Literacy Council staff members were becoming increasingly involved in conducting presentations for human services personnel regarding the local illiteracy problem. The focus of these presentations was to increase the awareness of the direct service personnel regarding illiteracy and the role our literacy council plays in helping remediate the problem for local students. Information was also presented regarding behaviors to be aware of that a client experiencing reading and writing difficulties may demonstrate and "tips to remember" when initiating a discussion with a client regarding possible enrollment in a literacy education program. All of this information was presented in the hopes that Mid-State Literacy Council's referral network would be enhanced and thus would allow us to reach and to serve many more educationally disadvantaged adults within the community.

The target audience of human service personnel who work directly with clients was pinpointed by Mid-State Literacy Council staff members for two important reasons. First, these individuals are in a key position within the community network to help identify and refer clients who may benefit from enrolling in a literacy education program. These professionals serve as the direct link between the educationally disadvantaged adult and the educational services that s/he requires. Furthermore, it would appear that "referrals from established institutions are effective when such sources are first thoughtfully solicited and oriented to the ABE

program and are then continually followed up. Simply relying on initial agreements to refer prospective students does not seem to work."[1]

The second reason why direct-service personnel were pinpointed was that word-of-mouth recruitment is the single most important method of recruiting non-reader and ABE literacy students to our program. Human services personnel can directly advise the adults who require literacy education but are excluded from the knowledge that such programs exist due to their inability to read. These professionals are in a key position to identify those who are educationally disadvantaged. This is directly opposed to the Mid-State Literacy Council staff members who usually respond to the needs of those individuals who have already been identified as educationally disadvantaged. In essence, we heavily depend upon the knowledge and skills of a host of other professionals involved in the same community human services network who may not necessarily be well-versed in the literacy issue. As a result, we felt that it was imperative that a systematic and standardized training be conducted with these human services professionals to educate them about the problems of illiteracy, how to identify educationally disadvantaged adults and how to sensitively and effectively utilize word-of-mouth recruitment techniques.

However, as vital as this systematic training was to enhancing Mid-

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[1] Miriam Balmuth, "Recruitment and retention in adult basic education," Journal of Reading, 31 (1988), 621.

State Literacy Council's referral network, we were finding that the amount of time involved in conducting these presentations was becoming prohibitive. Our staff was not able to effectively, and in a timely manner, train local direct-service personnel while still meeting the needs of students and tutors involved in our program. This appeared to be especially true when we considered that the training would necessarily be an ongoing process with each agency because of the traditionally high staff turnover in the human services field.

As a result of the above mentioned concerns, our staff felt that the most effective and timesaving means of providing standardized training to our local community service network was to develop a training videotape and an accompanying reference guide. The videotape and reference guide could be offered to human service agencies on a yearly basis for in-service purposes or could be available at the request of the human service agencies for the training of their new staff members. A knowledgeable volunteer tutor, VISTA Volunteer, or intern could handle the initial and yearly follow-up contacts with these agencies as well as the actual presentation of the videotape and reference guide. Additionally, community organizations and service groups could also be contacted and afforded the opportunity to view the videotape as yet another aspect of our public outreach effort.

Therefore, we decided to apply for and were awarded a Special Demonstration Project grant which provided us with the resources

necessary to develop a professionally produced videotape and an accompanying reference guide that outlined the key points found within the videotape. We also elected to utilize the videotape and reference guide to train personnel from 50 human service agencies with respect to word-of-mouth recruitment. All of these activities were to be conducted from July 1, 1990 to June 30, 1991.

Copies of this report are available from the following:

PA Department of Education
Division of Adult Basic
and Literacy Education Programs
333 Market Street
Harrisburg, PA 17126-0333

AdvancE
PDE Resource Center
333 Market Street
Harrisburg, PA 17126-0333

Monica Kindig, Executive Director
Mid-State Literacy Council
117 E. Beaver Avenue
State College, PA 16801

Paula Geiman, Project Director
Mid-State Literacy Council
650 Leonard Street
Clearfield, PA 16830

STATEMENT OF PROBLEM

In an effort to effectively and efficiently provide standardized training to human services personnel regarding the issues of illiteracy, our staff needed to develop a new training tool. Our traditional method of conducting training, which was to contact as many agencies as we could within a year and to have a staff member conduct a presentation, was becoming prohibitive with respect to the sheer amount of time required by our staff members to conduct these presentations.

If an efficient training tool could be designed, direct-service personnel from human service agencies could be effectively trained to identify clients with reading difficulties and to sensitively utilize word-of-mouth recruitment techniques to encourage the client to enroll in a literacy education program. This would ultimately serve to assist literacy programs in reaching a greater number of students in the community who require literacy education.

OVERALL GOALS

Goal #1: To increase the number of students enrolling in our program.

Goal #2: To enhance our human services community network referral system.

Goal #3: To develop an efficient means of training direct-service personnel from local human service agencies

(Note: All of the above mentioned goals are interrelated and difficult to separate from the other. The successful completion of one goal will help to insure the successful attainment of the next goal. In other words, by developing an efficient means of training direct-service personnel from local human service agencies, our human services community network referral system will be enhanced. By enhancing our human services community network referral system, we hopefully will see an increase in the number of students in our program.)

SPECIFIC OBJECTIVES

A. **Objective #1: To develop a training video for human service agencies, community organizations, and other service groups**

B. **Objective #2: To publish an accompanying reference guide which outlines the key elements introduced in the video**

These objectives were designed as the chief means of solving the problem of time-consuming, inefficient training of direct-service personnel. After serious consideration of a variety of media with which to conduct the training, the development of a videotape and an accompanying reference guide were felt to be the most effective and timesaving means of providing training on an ongoing basis. More specifically, the videotape stood out in three ways as the "ideal" means of solving our problem.

First, and most importantly, a videotape allows for the utilization of role-modelling techniques as no other medium can. It is simply the most effective means of carefully conveying the many nuances which are involved in the basic human interactions between potential student and human service professionals. Nuances such as body language, verbal tone, and minute facial expressions which very often determine whether a discussion regarding the idea of contacting a literacy program is a success or a failure. Neither slide shows, nor handouts, nor speeches can achieve the same degree of impact as the video can. These are static training vehicles which present only part of the information which is trying to be conveyed by the trainer. These are training vehicles which

completely neglect the nuances involved in potential literacy student/human service professional interactions.

Secondly, a video allows for a standardization of training, and therefore once again a more effective training, which cannot be obtained when pulling members of the audience out to participate in role-playing exercises. The audience member is not prepared for his/her participation and the trainer cannot guarantee that the information that s/he wishes to convey will in fact be conveyed in that particular exercise. The preparation and careful attention to detail required to produce a video ensures that the characteristic behaviors and nuances of the potential literacy student/human services professional interaction are indeed exhibited for the audience members at each and every training session. A video assures the literacy education provider, as well as the human services agency directors, that every participating professional in the training observed the same interactions and was presented with the same information. No important detail was omitted due to an uncontrollable variability in the training session. Everyone has been given the opportunity to learn the same skills.

Thirdly, the video, and accompanying reference guide, are more effective training tools since they combine two perception stimuli, as opposed to one. This is known to reinforce the learning process. A reference guide alone is merely a visual stimulus. It can be examined briefly and thrown away. A videotape plus an accompanying reference guide, which reinforces the key points found

within the video, serve to combine both visual and auditory stimuli. This serves to enhance the learning process and to help ensure that the information presented is retained. The video and reference guide also serve to accommodate the various learning styles of the audience members which, once again, ensures that the training is effective for a wider range of individuals.

Finally, with respect to the videotape, if requested the interactions depicted on the video can be easily replayed and observed several times which ultimately serves to reinforce the learning process. Additionally, the reference guide can be perused at a later time whereby a variety of details and tips can be studied and fully absorbed by the human service provider at his/her leisure. Also, the reference guide can include information that was not able to be presented in the videotape because of limited time but which can serve as a helpful clarification and reinforcement of the important points which were presented.

In addition to the careful consideration of the type of media to be utilized for training purposes, the content of the training was also carefully considered and eventually was designed to fulfill a two-fold purpose. First, it was designed to increase the awareness of the direct-service personnel regarding literacy issues and the means to remediate the problem. A human service provider will probably have a difficult time sensitively interacting with a client if s/he doesn't have the background knowledge to understand the problem. Nor will the human service provider feel motivated to

address the problem unless s/he understands how it can be effectively remediated or even that a viable solution exists. Therefore, the following information was presented: statistics regarding the educationally disadvantaged, the numerous reasons why an adult might require literacy education, and the function of and services provided by literacy educators.

Secondly, information was presented which was designed to help direct-service personnel to identify common behaviors demonstrated by clients who are attempting to conceal their reading difficulties and to train them to sensitively utilize word-of-mouth recruitment. More specifically, the following information was presented: three role-modelled interactions demonstrating word-of-mouth recruitment techniques, information regarding non-verbal behaviors to be utilized by the human service provider, and tips to remember when discussing a client's possible enrollment in a literacy program.

(Note: The objectives listed above are closely related to each other since the videotape and reference guide are presenting essentially the same information but in different media. Furthermore, these objectives are closely related to the successful achievement of each of the three, interrelated goals listed in the previous section. It is difficult to delineate one objective per goal or to discuss the objectives separately and an attempt to do so will not be presented in this final report.)

C. Objective #3: To train personnel from 50 human service providers to effectively use word-of-mouth recruitment techniques.

Through the development of the videotape and reference guide, it was hoped that direct-service human services personnel could be effectively trained to utilize word-of-mouth recruitment

techniques. If these training tools were effective and also time-saving for literacy council staff members to use, then our goal of enhancing our referral network would be met. This would ultimately serve to increase the number of educationally disadvantaged adults that are reached within our community.

PROCEDURES

A. General Design

A 30-minute video and reference guide were to be designed as portable in-service/orientation tools for human service providers in rural and urban areas. Community organizations and church groups could also be offered the opportunity of viewing the video as an educational and awareness-raising vehicle.

B. Location

The project operation would be based at the Mid-State Literacy Council offices in State College and Clearfield. Field testing and evaluation of the final products would be conducted at human service agencies across central Pennsylvania.

C. Methods and Materials

The 30-minute video and reference handbook would serve as comprehensive training tools which may be used for group instruction or individual orientation purposes. They would present seven bodies of information to the participant which are as follows: statistics regarding educationally disadvantaged, the function of and services provided by literacy educators, the demographics of adult learners, the numerous reasons why an adult might require literacy education, the tactics used by educationally disadvantaged adults to conceal their reading difficulties, role-modelled interactions demonstrating word-of-mouth recruitment and

tips to remember when discussing a potential student's enrollment in a literacy education program. All of this information would serve to increase the awareness of direct-service personnel regarding literacy issues as well as effectively train these individuals to sensitively utilize word-of-mouth recruitment techniques.

An independent video production company would be hired to produce an expert and polished product. Actors from several ethnic backgrounds would be utilized to perform the role-modelling segments. Male and female actors would be presented in both student and professional roles.

D. Administration

The key personnel to be involved in the special project would be the following:

Monica Kindig--Executive Director
Paula Geiman--Project Director/Clearfield County Coordinator
Advisor Committee--Margaret Welliver/Assistant Director of Community Education, State College
--Amy Wilson/TLC Regional Coordinator
--Valerie Barnes/Centre County Board of Assistance
--Howard Olson/Centre County United Way
--New Student Reader
Filmspace--Tom Keiter/Director
--Matt Black/Script Writer/Producer

The duties to be performed by Monica Kindig, Director are as follows:

--overall project supervisor
--fiscal reporting

The duties to be performed by Paula Geiman, Field Coordinator are as follows:

--project director
--devlopment of script/reference guide
--coordination of advisory committee

--interviewing/hiring re: video production company
--quarterly reporting
--development of evaluation questionnaires
--final reporting

E. Evaluation

The video and reference guide were to be evaluated by the advisory board, other literacy providers and by human service agencies in the central Pennsylvania region. Objective evaluation via a questionnaire and subjective evaluation via informal discussions were to occur at three points in time throughout the project and are as follows: during the development of the video script and reference guide, before editing of the video and publishing of the reference guide, and after the presentation of the video and accompanying guide.

F. Coordination and Dissemination

As open house would be held to preview the training video and reference guide. Additionally, literacy councils, human service agencies, community organizations, and church groups in the six county area would receive notification of the availability of the video and reference guide as a training tool. Notice would be given at some point in time via the TLC statewide newsletter and through the Mid-State Literacy Council newsletter which is published quarterly and has a circulation of 500. Finally, the video would be submitted to AdvancE, the Adult Basic Education statewide clearinghouse.

G. Time Schedule (Actual):

July 1, 1990--September 30, 1990	Anecdotal, in-house information and reference material were collected for possible use in the video/reference book.
	The Clearfield Job Center manager was contacted regarding possible use of literacy awareness training information utilized by Job Center Staff.
	Researched information regarding how to develop a video script.
October 1, 1990--December 31, 1990	Advisory board created.
	Developed presentation for advisory board.
	Met with advisory board to discuss content of video.
	Began interviewing of video production companies. Screened videotapes produced by Filmspace. Hired Filmspace of State College to produce the video.
	Developed ideas of a possible format/outline for the video.
	Preproduction meeting with Filmspace staff to discuss possible format of video, content, designation of duties.
	Began development of content outline for Filmspace scriptwriter. Content outline to include possible role-play scenarios, statistics, etc.

	Background information such as literacy statistics, videos, (i.e. "Buffing It") given to Filmspace staff for their orientation to literacy issues.
January 1, 1991--March 31, 1991	Content outline for video completed and submitted to Filmspace.
	Filmspace scriptwriter visited Mid-State Literacy Council tutor training workshop to obtain more comprehensive background knowledge.
	Met Filmspace scriptwriter several times to review script and discuss revisions. Met with advisory council to review script.
	Final script approved.
	Casting, initial screening of actors/actresses conducted by Filmspace.
	Final selection of actors/actresses for the video made by Project Director and Director by viewing the screen tests.
	Contacted "experts", MSLC students and tutors who would agree to participate in the video.
	Location scouting conducted by Director and Filmspace staff.
	Shooting of the video began.
April 1, 1991--June 30, 1991	Shooting of the video completed.
	"Worktape" reviewed by advisory council and MSLC staff. Suggestions for improvement noted by Filmspace producer.

Final copy of videotape produced.

Developed reference guide to accompany video. Reference guide formatted by professional designer.

Layout of reference guide reviewed and suggestions for revisions discussed. Reference guide printed by professional printer.

Evaluations developed for field testing.

Human service agencies contacted by phone regarding field testing of video and reference guide.

Presentations conducted at a United Way quarterly meeting and on-site presentations at several human service agencies.

Evaluations completed by human service personnel.

RESULTS

A. Informal Evaluation

Overall, Objectives #1 and #2 were successfully met. A professionally produced videotape was produced. The reference guide was published. An outline of how these objectives were met can be found in the "Time Schedule (Actual)" section of the "Procedures" chapter.

Objective #3 was not fully met in that 50 human service personnel were trained as opposed to personnel from 50 human service agencies which was specified in the original objective. It was suggested by the advisory council that the video/reference guide be evaluated by only 50 human service personnel due to the time limitations of the project. Also, even though 50 human service personnel were targeted to be trained, we only trained 48 individuals during the four group presentations which were conducted. It was decided that since we had so very nearly attained our target number of 50 personnel that another presentation would not be conducted before the end of the grant year.

In general, only a few changes were necessarily made to the procedures outlined in the "Procedures" chapter with respect to fulfilling our three objectives. These changes did not have a major impact upon the quality of the video and reference guide but are noted below for future reference.

--The length of the video was changed from 30 minutes to 15 minutes at the suggestion of the professionals at Filmspace. Their experience has been that training videos lose their effectiveness if they are longer than 15 minutes. We decided to defer to their expertise on this point.

--We originally intended to present seven "bodies of information" in the video and handbook. Upon further research, we decided to eliminate the "demographics of adult literacy students" since it appears as if the characteristics of adult literacy students are almost as varied as the individual students themselves. Furthermore, we did not wish to inadvertently stigmatize various ethnic or racial groups by identifying them with literacy statistics/demographics.

--Due to the 80 mile distance between the State College office/Filmspace studio and the Clearfield office, the Director assisted with some of the Project Director's responsibilities. More specifically, the Director was responsible for creating an advisory board compromised of State College professionals, assisting Filmspace with the arrangements for shooting locations in State College so as to minimize video production costs, and contacting local "experts" as well as State College Mid-State Literacy Council students and tutors who would be willing to participate in the video.

--The script was written by the staff of Filmspace and not by the Project Director as originally intended. During the production

meeting in December of 1990, it was decided that the budget would easily provide for the scriptwriting to be performed by the Filmspace professionals. As a result, the Project Director was only responsible for creating the content outline. The creative presentation of the information contained in that content outline was developed by the professionals at Filmspace.

--A literacy provider was not able to be included in the 50 human service personnel that we trained even though we had originally intended to have such an individual formally evaluate the video/handbook. We did not feel that this was a serious concern since we had a literacy provider on our advisory council who had been helping us to evaluate the video from its inception.

--Our advisory council did not evaluate the reference guide due to the time limitations. However, we did not feel that this was a significant problem since the information contained in the reference guide was a reinforcement of the same information presented in the video. Furthermore, the layout of the reference guide was created by a professional.

--An open house was not used as the means of presenting the video to human service personnel for two reasons. First, we felt that we would have a better response and would be able to train more human service personnel if we went to them as opposed to requesting them to come to us. Secondly, we felt that we were very fortunate in having one of our advisory board members offer to place us on the agenda of his United Way quarterly meeting where we could present

the video to personnel from approximately 15 agencies.

--Only 26 of the 48 participants were able to evaluate the handbook. This was due to the fact that the publication of the handbook was not completed in time for the first presentation.

--We were not able to send notifications to various newsletters during the 1990-1991 grant year regarding the availability of the video and reference guide. We did not feel that this was a significant problem since we will be submitting notifications to a variety of newsletters within the next few months as well as contacting community agencies on an ongoing basis. Furthermore, maintaining this ongoing contact with local human service agencies was one of the original intents behind the development of the video and handbook.

B. Formal Evaluation

We were able to train 48 personnel from 25 agencies during the 1990-1991 grant year. The participants completed an evaluation form which is attached. (Appendix A)

The 24 agencies which were represented are listed below:

Clearfield County Board of Assistance
Office of Vocational Rehabilitation
Clearfield Job Center
Philipsburg Job Center
DuBois Job Center
Counseling Service
Skills
Voluntary Action Center
Centre County United Way
Juniata Valley Council BSA

JTPA

Jeff Tech

DuBois Area Employer Advisory Council

Bucktail Council B.S.A.

Association for Retarded Citizens

Community Alternatives in Criminal Justice

Easter Seal Society of Centre-Clinton Counties

Centre County Youth Service Bureau

Community International Hospitality Council

Strawberry Fields

Infant Evaluation Program

Centre Crest Auxiliary

Hemlock Girl Scout Council

Women's Resource Center

Participants were asked to complete a questionnaire. More specifically, they were asked to circle the responses that best described their reactions to the video presentation and to the handbook. The results of their responses to the video are summarized below:

	Excellent	Good	Fair	Poor
1. The content of the video was informative.	81%	19%	---	---
2. I feel that the video has prepared me to be more sensitive to the issues of illiteracy.	58%	42%	---	---
3. As a result of viewing the video, I feel more comfortable and capable of referring a client to literacy services.	56%	42%	2%	
4. I would rate the overall quality of the video as follows:	67%	33%	---	---

There were 21 positive responses to the open-ended question, "My suggestions for improving the video are as follows:" and they included such responses as the following:

--"very informative"
--"well done"
--"should be shown to all employees of service agencies"
--"well prepared and to the point"
--"it has made me more aware of interpreting a claimant's attitude in a positive and understanding way"
--"informative in a relaxed manner"
--"no changes needed"

There were only 6 negative responses to the open-ended questions and they are listed below:

--"samples of limited literacy too brief" (2 responses of this type)
--"provide better clues"
--"enliven "professional portion" (2 responses of this type)
--"produce a video for the public--self referral is more important than referral from an agency"

Overall, it would appear as if the majority of the participants that we surveyed felt that the video accomplished what we originally intended which was to raise the awareness of human service personnel regarding literacy issues and to train them to sensitively utilize word-of-mouth recruitment techniques.

The results of the participants' responses to the handbook are summarized below:

	Excellent	Good	Fair	Poor
1. The content of the handbook was informative.	54%	46%	---	---
2. The content of the handbook was clear and concise.	62%	38%	---	---
3. The information presented in the handbook was a helpful reinforcement of what I learned from viewing the video.	65%	35%	---	---
4. I feel that the handbook has prepared me to be more sensitive to the issues of illiteracy.	46%	46%	8%	---

5. As a result of reading the handbook, I feel more comfortable and capable of referring a client to literacy services.	54%	46%	---	---
6. The probability of my using the handbook as a reference guide in the future is as follows:	62%	30%	8%	---
7. I would rate the overall quality of the handbook as follows:	58%	42%	---	---

We received 9 responses to the open-ended question,"My suggestions for improving the handbook are as follows:" Once again, we received more positive responses than negative ones and they are listed below:

--"no changes required" (4 responses of this type)
--"very informative"
--"key points clearly identify critical areas"
--"The handbook is an excellent reference tool. However, I feel it would be most effective if one has viewed the video"

The other two responses to the open-ended questions were negative. They are as follows:

--"use shorter statements"
--"use larger print to emphasize important issues"

Once again, the majority of participants seemed to feel that handbook was an effective training tool.

CONCLUSIONS

Overall, it would appear as if we have successfully met our three objectives. We were able to produce a professional video and to develop a polished handbook. We were able to use that video and handbook to meet our final objective of training human service personnel.

With respect to two of our overall goals which were "To increase the number of students enrolling in the program" and "To enhance our human services community network referral system", not enough time has elapsed to allow us to experience the full effect of our training presentations. We intuitively feel that our community referral network has been enhanced by providing training to other agency personnel. Such comments from the questionnaires as "This was a very educational video and I am glad I had the opportunity to view it" seem to support those feelings. However, a successful "enhancement" of our referral system which will result in an increase in the number of students enrolled in our program may not be evident for several months.

With respect to our last overall goal which was "To develop an efficient means of training direct-service personnel from local human service agencies", we do feel that we have been successful. As outlined earlier, the video and handbook allow us to provide a standardized means of training many human service personnel on an ongoing basis and a means of providing that training using trained

volunteers. This will ultimately allow our paid, professional staff members to devote more time to the needs of our students and tutors while still insuring that the human service professionals that we rely on to refer students to our program are adequately trained.

RECOMMENDATIONS

After having completed this special demonstration project and conducting an evaluation, we feel that there are several recommendations which should be shared with those individuals interested in creating another project such as this one. Our recommendations are as follows:

--Even though the video production company recommended that we limit the video to 15 minutes, a longer video may have been able to offer a more comprehensive treatment of the subject matter. In fact, several participants expressed a feeling to that effect through their evaluations. This seems to support serious consideration of this idea.

--We opted not to act as producers with respect to the actual production/shooting of this video. We relied strictly upon the expertise of the video production staff and, in effect, relinquished some control over the project. If it were possible to remake the video, we feel that we would want to be much more involved on location while the actors/actresses were being filmed. In some ways, the quality of the acting diminished the effect of the nuances that we were trying to convey through the video. If we had been available during all of the shooting, we may have been able to work with the cast to help them to role-model the interactions more effectively. We also found that some changes to

the script were made during the actual filming that we would have preferred not to have occurred. Once again, if we had been on-site to work with the cast, this probably would not have happened.

--If the reference guide were to be re-written, some consideration should be given to perhaps shortening the length of it. This idea occurred to us when several individuals indicated that they may not use the handbook at a later date. This may indicate that the handbook was too long and that a phamplet that simply contains "bullets" of information that they can quickly scan may be of more use to these individuals. On the other hand, the rationale for developing a relatively comprehensive reference guide was to include in the handbook information that reinforced what was presented in the video as well as including information that was not possible to present during the 15 minute training video. Our recommendation is that individuals carefully consider the advantages and disadvantages of each option before automatically following the precedent which we have established.

--After conducting the evaluation of the handbook, we felt that if possible it would be beneficial to arrange to have the handbooks delivered to the agencies several days before the actual video presentation and evaluation. We sensed that the participants did not have enough time to carefully read the handbook even though we tried to present it just prior to the official beginning of the meeting so as to allow the participants enough time to read it. Even though it would be more complicated to have to attempt to

deliver the handbooks to the participants several days ahead of time, we do feel that the evaluation process would be more informative and would be enhanced if such strategies were adopted.

--After the end of the grant year, it occurred to us that a means of publicizing the availability of the video and reference guide may simply be to submit a press release to the local newspapers. The press release could include information regarding the availability of the video/reference guide, the content of these materials, the contact person at the literacy council, and a brief description of the services provided by the agency. This may provide a low-cost means of advertising the video to human service agencies as well as to community groups who are searching for speakers for their monthly meetings. This option may be especially applicable for those literacy councils located in rural areas where the newspapers usually emphasize "local" news.

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LITERACY AND YOU: A VITAL CONNECTION

EVALUATION

Please circle the response that best describes your reaction to the video presentation.

		EXCELLENT	GOOD	FAIR	POOR
1.	The content of the video was informative.	4	3	2	1
2.	I feel the video has prepared me to be more sensitive to the issues of illiteracy.	4	3	2	1
3.	As a result of viewing the video I feel more comfortable and capable of referring a client to literacy services.	4	3	2	1
4.	I would rate the overall quality of the video as follows:	4	3	2	1

5. My suggestions for improving the video are as follows:_____

_____

_____

_____

6. Additional comments regarding the video:_____

_____

_____

_____

EVALUATION--CONTINUED

Please circle the response that best describes your reaction to the handbook.

	EXCELLENT	GOOD	FAIR	POOR
1. The content of the handbook was informative.	4	3	2	1
2. The content of the handbook was clear and concise.	4	3	2	1
3. The information presented in the handbook was a helpful reinforcement of what I learned from viewing the video.	4	3	2	1
4. I feel the handbook has prepared me to be more sensitive to the issues of illiteracy.	4	3	2	1
5. As a result of reading the handbook I feel more comfortable and capable of referring a client to literacy services.	4	3	2	1
6. The probability of my using the handbook as a reference guide in the future is as follows:	4	3	2	1
7. I would rate the overall quality of the handbook as follows:	4	3	2	1

8. My suggestions for improving the handbook are as follows:_____

_____

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9. Additional comments regarding the handbook:_____

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10. Miscellaneous comments:_____

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